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ABSTRACT

The major purpose of the Early Childhood Leadership Conference was to provide an atmosphere and a forum in which representatives for State departments and colleges of education could design a plan for meeting the present shortage of kindergarten teachers in the South. Participants were divided into small groups to design sub-regional teacher training plans. Presentations were: "Strategies for Educating Early Childhood Educators," by Martin Haberman, and "Teacher Education and Certification for Teachers of Young Children," by Mary Ellen Perkins. A combined summary of the planning groups' regional plan for preparing early childhood educators is provided. State status reports and certification requirements are provided for the six participating States--Arkansas, Mississippi, Oklahoma, Tennessee, and Texas. A list of participants is also provided. (KM)

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EARLY CHILDHOOD EDUCATION LEADERSHIP CONFERENCE

"IN A NUTSHELL"

Rosestelle B. Woolner, Editor

DEPARTMENT OF ELEMENTARY EDUCATION
Memphis State University
Memphis, Tennessee 38111

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EARLY CHILDHOOD EDUCATION LEADERSHIP CONFERENCE

Theme

PROFESSIONALIZATION OF EARLY CHILDHOOD PERSONNEL

Sponsored by

Southern Education Foundation
811 Cypress Street
Atlanta, Georgia 30308

Memphis State University
College of Education
Department of Elementary Education
Memphis, Tennessee 38111

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ACKNOWLEDGMENTS

The Memphis State University staff as well as the participants of the conference are appreciative of the support the Southern Education Foundation has given the Leadership Conference and early childhood education in the South. Without its support the opportunity for persons in this subregion to solve a common dilemma would not have been available. We are particularly grateful to Mr. Robert Cousins, associate director, for the personal attention he has given the project.

The planners of the Conference are grateful to the small groups leaders for their willingness to serve as stimulators of the planning groups. These leaders were Dr. Helen Richards, Grambling College; Dr. R. K. Bent, University of Arkansas; Dr. Rose Spicola, Texas Women's University; and Mr. Guy Rose, Memphis State University.

A special thanks is expressed to the recorders of each group: Mary Witt, Yvonne Smith, Margaret Rauhof, and David Hill. Their recordings and summaries made a valuable contribution to the Conference. (A combined summary of their written reports appear in this booklet.)

Gratitude is also expressed to the Conference participants for their desire and willingness to develop a subregional training plan. It is their creative contributions that made the conference worthwhile.

Last, but not least, appreciation is expressed to the speakers and the panel for their stimulating and informative presentations.

Rosestelle B. Woolner, Director
Early Childhood Education
Leadership Conference

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INTRODUCTION

The demand for public kindergartens in southern elementary schools continues and relief from the shortage of qualified teachers does not appear to be in the foreseeable future. As state legislatures authorize the establishment of state supported kindergartens and appropriate funds for their operations, the demand will be even greater. Traditionally the preparation and certification of teachers in most states has been the responsibility of colleges of education and state departments of education. Therefore, it would seem that a first step in meeting the current crisis could be for these agencies to cooperatively devise strategies for meeting this emergency and for preventing a greater shortage of qualified preschool teachers in the future. Although each state has its unique needs and problems, it is felt that a few states combining their efforts and sharing their qualified people, could better prepare early childhood staff members.

Upon the suggestion of the Southern Education Foundation, the thirteen southern states were divided into three sub-regional groups. The states represented at the Leadership Conference at Memphis State University were Arkansas, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas.

The major purpose of the Early Childhood Leadership Conference was to provide an atmosphere and a forum in which representatives from state departments and colleges of education could design a plan for meeting the present shortage of teachers.

Representatives from each state department of education and from each university, college and junior college that would be interested in providing training for kindergarten teachers, were invited to attend a two-day conference at Memphis State University. It was primarily a work conference; that is, the participants were assigned to a small group where a design for a sub-regional teacher training plan would be developed. Recommendations for ways of implementing its plan were also requested of each small group.

National, regional and state consultants were invited to discuss strategies for training early childhood teachers, ways of funding training programs, the status of early childhood education in the six state sub-region, and trends in certification of teachers.

In a nutshell, the remainder of this booklet contains a summary of the happenings at the Early Childhood Education Leadership Conference at Memphis State University.

HOWARD
JOHNSON'S
Motor Lodge
Restaurant

PROGRAM

April 25, 1969 - Friday
9:00 a.m. - 11:00

Presiding: Dr. Sam Johnson, Dean
College of Education,
Memphis State University

Welcome: Dr. Aaron P. Seamster,
Assistant Provost,
Memphis State University.

Dr. Rosetelle B. Woolner,
Associate Professor,
Memphis State University.

Dr. Robert Cousins,
Associate Director,
Southern Education Foundation

Address: "Strategies for Educating Early
Childhood Educators"
Dr. Martin Haberman,
Professor
Rutgers University

11:00 - 11:30
BREAK

11:30 a.m. to 12:30 p.m.

PLANNING GROUPS

"Regional Plans for Preparing Early Childhood Educators"

Group I

Leader: Dr. Helen Richards
Grambling College
Grambling, Louisiana

Recorder: Mr. David Hill
Memphis State University

Group II

Leader: Dr. R. K. Bent
University of Arkansas
Fayetteville, Arkansas

Recorder: Dr. Mary Witt
Memphis State University

Group III

Leader: Dr. Rose Spicola
Texas Women's University
Denton, Texas

Recorder: Miss Margaret Rauhof
Memphis State University

Group IV

Leader: Mr. Guy Rose
Memphis State University

Recorder: Mrs. Yvonne Smith
Memphis State University

12:30 p.m. - 2:30 p.m.

LUNCHEON

Presiding: Dr. D. A. Ryan, Associate Dean
College of Education
Memphis State University

Address: "Educational Personnel Development: What's Ahead in Early Childhood Education"
Dr. Joan Duvall, Bureau of Personnel Development,
U.S. Office of Education.

2:30 -3:00
BREAK

3:00 - 5:00 p.m.

PLANNING GROUPS

"Financing Our Plans"

(Groups remain the same throughout the conference)

6:00 p.m. to 7:00 p.m.

SOCIAL HOUR

7:00 p.m. to 9:00 p.m.

DINNER

Presiding: Dr. Marquita L. Irland, Chairman
Department of Home Economics
Memphis State University

Panel: "Status of Early Childhood Education in Six Southern States"

Mr. Lowther Penn, Arkansas Department of Education

Dr. William T. Beyer, Louisiana Department of Education

Mr. A. P. Bennett, Mississippi Department of Education

Dr. Josephine Hoffer, Oklahoma State University

Mr. Jim B. Hensley, Texas Education Agency

Miss Kathryn Warren, Tennessee Department of Education

April 26, 1969 - Saturday
8:30 a.m. - 9:30 a.m.

Tour of Memphis State University Campus: Memphis State Preschool Campus School and College of Education

9:00 a.m. - 10:30 a.m.

Memphis State University

College of Education Auditorium

Presiding: Dr. Martin Haberman

Address: "Certifying Early Childhood Teachers"
Dr. Mary Ellen Perkins,
Associate Director
Teacher Education Services
Georgia Department of Education
Atlanta, Georgia

10:30 a.m. - 12:00 a.m.

PLANNING GROUPS

"Completing Our Plans"

12:00 a.m. - 1:00 p.m.

College of Education Auditorium

"Summaries from Planning Group"

Group Leaders Reporting

1:00 p.m.
ADJOURNMENT

"STRATEGIES FOR EDUCATING EARLY CHILDHOOD EDUCATORS"

Martin Haberman
Rutgers University

The essential contention of this paper is that colleges and universities cannot be the only places which are permitted to prepare personnel in early childhood education and that it is possible, desirable and necessary to make new institutional arrangements in which college faculty are merely one useful resource to other people and organizations. Undergirding this grand contention is the belief that teaching young children and educating their teachers, can be specified in some form of behavioral functions.

In order to lead you to consider doing something -- to act on these contentions, I would like to share some of my assumptions. First, there are not enough adequately prepared personnel to work with the large number of children (beginning at age two) who will in future be participating in some form of schooling. Second, there is no basis for expecting that college and university programs will, in future, prepare sufficient numbers of early childhood personnel. Third, the number of early childhood faculty will not increase sufficiently to prepare enough future teachers – even if enough students were to miraculously appear for preparation in this area. Fourth, increasing numbers of beginning college faculty in early childhood have had little or no direct experience with young children. Fifth, there is no predicatable relationship between completing a doctorate in early childhood and actually being expert at teaching young children, or administering an early childhood school. Sixth, many women, with varied, positive life experiences, personality predispositions and behavioral skills are capable of becoming excellent teachers of young children, even if they have not finished bachelor degrees. Seventh, most of what is learned in college is not as relevant to professional teaching practice as actual direct experiences with children under careful supervision. Eighth, most colleges, because of their small staffs and conflicting course requirements, cannot fully develop and utilize acceptable centers for offering programs of direct experience. Ninth, even if colleges had larger staffs and longer, block periods for students' field work, there is a marked shortage of schools which can offer beneficial direct experiences, particularly in locations accessible to universities. Tenth, colleges are not the most appropriate institutions for meeting large scale social needs – least of all new ones.

Dealing with colleges in efforts to meet the nation's future obligations to educate young children, therefore, seems to me to be like advising people to squat by dried-up water holes because they *once* gave water and because we never learned any alternate responses, i.e. new places to squat. Changing college courses, as a behavior for coping with our problems, would be like changing the books we read while we do our squatting. And limiting leadership and leadership education in early childhood to those who have completed doctorates is like limiting the power to decide which water holes we will wait at to those who have edited the books we read while we are squatting. For me, my assumptions add up to the perception that colleges, their faculties, their curricula and their abilities to define and cope with very real and pervasive socio-educational problems, are "too little, too late, but still too powerful." Lest there be any unnecessary misunderstandings or misdirected emotions, I see a real difference between conceptualizing a way to use the many bright, well prepared early childhood people now on college faculties -- as one kind of resource, and taking the narrow, controlling position that only colleges can develop and offer certification programs.

To develop the contention that my version of the behavioral approach is the best way to break out of the present orthodoxy of teacher education, I'd like to propose first, some examples of what those who work with young children need to do, second, a delimitation of functions which should be reserved for head teachers or master teachers, third, some basic behvioral tasks of leadership personnel, fourth, the nature of the preparation required to develop such leadership performance and finally, a suggested way of reorganizing early childhood teacher education.

In order to proceed on this course, the issue of what constitutes a total, desirable early childhood program is being sidestepped. I have confidence in your knowledge of the basic criteria; that is, the minimum physical, spatial and material facilities required. This is a critical assumption, since current

pressures often force the initiation of programs in areas where these minimum essentials are not present and children are actually hurt by being forced into these "ersatz" schools. For our purposes of analyzing teacher education, however, let the focus be on the preparation of personnel—particularly "leadership" personnel.

In many of the present analyses of teaching and particularly in early childhood, there is an active attempt to differentiate staff. Usually, this is done in terms of educational training; that is, persons with an elementary school education do "this," while college graduates do "that." This approach has very limited usefulness since the behaviors are often too discrete; are unrelated to the processes of child development, learning, or instruction; and worst of all, it organizes people in terms of educational status without regard to their abilities and potentialities as individual adults. The real question is whether a particular Mrs. Smith can *do* X and that X is an important, desirable function—not whether Mrs. Smith is a college graduate.

But not all approaches of staff differentiation have been status schemes; for example, the education of "teachers only" can be replaced by the education of a variety of specialists in curriculum, visual literacy and community resources. Assuming there is and will continue to be, an increasing differentiation of staff, let us now consider which functions should be reserved for those with professional training. I take the admittedly radical position that the processes of engagement (i.e. interest-motivation-enthusiasm for an activity are the essence of teaching and therefore the criterion for distinguishing between a teaching function and one which supports instruction.

College professors can go on being prepared in present ways. From my point of view this is unimportant since in future I hope they will become just one more resource in programs of teacher education rather than the dominant, controlling group. If we take out one moment to look at what college professors do we can see why I do not regard their functions as leadership behaviors. Typically, they attend faculty meetings, professional conventions, prepare reports, write papers, advise students and make speeches; most do some college teaching and visiting of schools to supervise an occasional student teacher. In my behavioral terms, therefore, (i.e. by virtue of what they *do*) leadership personnel in early childhood cannot be college professors.

What then are leadership behaviors and who engages in them? It seems to me that there are four functions related to *people* which actually control not only programs for young children, but the preparation of personnel. My basic assumption is that all professional education, at every level is most effective as an internship, or in some form of direct experience. We have already come to recognize this is true for aides and beginning teachers. It is now necessary to learn that the essential programmatic component for educating leaders is also some form of direct experience under supervision.

Leaders in early childhood must be able to demonstrate capabilities in four areas. 1) *SELECTION*. Recruiting and admitting people to work with young children requires the demonstrated competence to see abilities in other people. Through conference techniques, observation and the analysis of children's work, leadership is, in large measure, selecting people. This perception of talent in others is manifested clearly by who the leader selects. 2) *EXPLOITATION*. Rather than an evil idea, this is the leader's second basic function; to use people's strengths and interests. After he has selected individuals, the leader needs to get them going in their most productive ways. 3) *COORDINATION* then becomes a critical leadership behavior. Having selected people to work, and having gotten them involved in ways which utilize their natural talents, still leaves open the question of a broad program for youngsters. Leadership, therefore, also means the judgment (acted out) to reconcile differences between an adult, who is contributing in terms of his strength (doing his thing) and still giving children a balanced program. Obviously, the processes of selection and exploitation determine the function of coordination. The final and most critical behavior-process is *PROTECTION*. These are the behaviors whereby the leader protects adults and children, enabling them to learn free from pressures, administrative problems and clerical-custodial inhibitions. The fundamental function of leadership is to keep people from standing in the light of those who he has selected, who he has turned on and whose efforts he has coordinated.

It must now be abundantly clear that leadership functions can only be performed by one kind of person in the field of early childhood education. The directors of centers and schools for young children are *the* people who actually control and operate their education. In spite of the fact that many of these leaders have not been "doctorized" they and not college professors are the heart of the early childhood profession. If the people who now occupy these roles of Director or Principal are not sufficiently able then we should help them. My contention is that it is their operational field role which is at the center of both the education of children and the internship approach to preparing functional rather than status leaders.

What are the ways to prepare individuals to perform leadership roles? The most critical component of professional education, at all levels, is the direct experience; direct experiences under the supervision of a more sophisticated colleague, or in some cases an outside consultant or college supervisor. We need to recognize and admit that at the level of Dean, Department Chairman, or School Director, as well as on the level of aide or beginning teacher, it is what one does that counts. We learn our responses, all our responses and only our responses.

Without mitigating the need for as much fundamental knowledge as possible, in fact underscoring the need to constantly refer to some organized theory of human behavior, school directors learn their jobs while serving as school directors. The goal of making early childhood education more relevant demands that we provide high status future leaders with the kinds of knowledge and the implementation of such knowledge which will make them independent practitioners.

Looking specifically at the four functions outlined previously: one learns to recognize and select talented people by participating in selection processes; one learns to get an individual's strengths by actually observing and listening for such strengths; one learns to coordinate the work of others by seriously trying to involve them in cooperative ventures; one learns to free up and protect the work of others from outside and debilitating pressures by actually interceding in their behalf.

The concept of administrative intern is not a new one. The feature which is, however, is combining the notion of internship with the idea that the school or center for young children is the locus of leadership education. Cooperation among the graduate school, the state department, professional organizations, and community groups is very different from straight college control. And once we grant that internship and direct experience are the most educative component in anyone's program, the Center Director becomes the most critical leadership position of all. In a sense, I am merely opting for legitimizing what many of us already know from our experiences.

How then can we reorganize if, for the sake of discussion, we wish to pursue these assumptions and contentions? There are three recent developments which deserve further study and evaluation. First, is the TTT Program funded by the USOE in cooperation with The College of Education of The University of Maryland. Dr. James Collins is Co-Director of this program to prepare future leaders as experts in the professional laboratory experiences of the teacher education process. This model has validity for changing the organization of early childhood education. Second, is the model of Dr. James C. Stone (U. of Calif.–Berkeley) whose paper "One Step Further" also proposes a new form of organization. Dr. Stone argues for E.P.I.'s (Education Profession Institutes). It is necessary to read his complete paper to do him justice, however, I can't resist sharing a few of his ideas at this point.

> The institutes would be funded by the state, but they might be administered in a variety of ways by the state, the region, or the local community, or in combination. In either event, the state department of education would have a direct leadership role, both administrative and consultative. EPI's would be a natural extension of the state's responsibility for teacher education, including student teaching. (Or better stated, it would be a case of the state's returning to itself, the responsibility it has always had but failed to exercise since the teachers colleges folded.)
>
> EPI's would be separate agencies of higher education with a distinct, unique and differentiated function. They would draw their faculty from the colleges, the schools and the communities in which they were located. While largely post-graduate institutions, they might admit students at

any point in their college career when they were deemed ready to embark on a semester of professional education. During any semester of enrollment, a teacher-to-be would be paid by the state as a student teacher. Teachers in service would enroll in the institute for weekend, afternoon-evening, or summer colloquims, workshops conferences, seminars sabbaticals, and the like, using scholarships provided by the state and federal governments.

This type of structure is envisioned as a prestige agency, better paying salaries, for example, than traditional colleges, universities or school systems. This would be a truly professional graduate school analogus to the medical school the law school the divinity school. It would train both teachers and teachers of teachers the latter in conjunction with colleges and universities. Its research activities would focus on professional problems in the teaching learning process.

The third component for reorganizing is the state department. Here the outstanding example is the State of Washington where Dr. William Drummond and his colleagues are attempting to reorganize certification in terms of behavioral competencies. This competence is to be worked out by the local agencies involved with the state department serving as a willing, eager facilitator. The levels they have identified are:

A "preparatory" certificate

A certificate to authorize preparatory experiences with children, youth and adults in school or school-related settings which lead to "initial" certification.

An "initial" certificate

A certificate to authorize initial school service in a particular role as a staff intern, when the person is ready to begin assuming some independent responsibility for clients. The "initial" certificate may be utilized for from one to five years.

A "continuing" certificate

A certificate to authorize school service on a continuing basis, attesting to the fact that the person has shown that he can perform effectively those tasks required of full-fledged professionals

A "consultant" certificate

A certificate for those who qualify for roles which contribute to professional preparation and to the improvement of instruction. This certificate will be optional; that is available to persons who hold a "continuing" certificate who desire to qualify. The certificate will be limited to five years of service, but it may be renewed.

This scheme would mesh with my contentions first for a behavioral approach; second, for preparing specialists and various personnel – not merely teachers and aides; and finally, for the preapration of teacher educators with a state license (rather than a doctorate) who would be consultants in reality situations. These three examples of organizational change are merely some of the ways that creative educators are attempting to vitalize the preparation of leaders; many other efforts should be initiated.

It is naive to perpetuate the old myths that more money, better teachers, or new university programs will solve the problems in early childhood education. Unless we demonstrate the courage to rethink, recreate, reorganize the way we select and prepare leaders, we are merely defending ourselves from change. Perhaps we can forget how much we know; it's what you learn after you know it all that counts!

TEACHER EDUCATION AND CERTIFICATION FOR TEACHERS OF YOUNG CHILDREN

By Mary Ellen Perkins

Early Childhood Education Leadership Conference
Memphis, Tennessee
April 25, 1969

Introduction

In my work in Georgia I have associations with staff members of 31 colleges. There are 31 senior and graduate institutions in Georgia preparing teachers. Sometimes these colleges become quite concerned about which route the students take to qualify for a teacher's certificate – whether one has a five year program; whether one has a Bachelor of Arts program; a B.S. in Education; a B.S. in Home Economics, etc. A story I heard someone tell recently might help determine an answer. In a small town where some of the older men sit around on benches and chat, the topic of discussion was about "corn." These men said: "Now we don't really check to see whether Mr. Brown brings his "corn" in a wagon around through the valley, or whether he brings it in a truck on the paved roads, or whether he brings it some other short route walking. All we do is to check and see what it tastes like. We are just interested in the product." Maybe that is where our concerns should be in teacher education – in what the product is rather than so much concern about what degree, in whose school or college, and how many hours of this and that. It may seem strange for a State Department of Education staff member not to put major emphasis on "hours" and to be concerned about the product.

People in America have been concerned about the education of the young child for a long number of years. The Association for Childhood Education was organized in 1892. That organization began with concerns for teacher preparation for those who teach the very young. It later, of course, concerned itself with all of elementary education. It has been only in the last ten years, however, that more emphasis nationally has been on the need for formal education of the young. The studies done by McVee Hunt and others indicate that the development of intellectual ability and of intellectual interest begins at a very young age. These qualities are greatly affected by what happens to children before they reach the first grade in school. The growing body of research and experience demonstrates that by the age of six most children have already developed a considerable part of the intellectual ability they will possess as adults.

Now most of us have compulsory school attendance laws which begin at six and seven. Few of us have laws that make it permissive for children to attend school and for taxes to finance their education at an earlier age. Some of the Southern states represented here are more fortunate than Georgia in this respect. For about twenty years Georgia has had permissive legislation for educating kindergarten children. The legislature, however, has never found the money to finance the education of kindergarten children. Georgia's permissive law does not include children below kindergarten age. We know that it would be good to begin education of children much earlier than kindergarten. In January 1968 there was quite an effort made to influence the Georgia Legislature to finance education prior to age six. Some headway was made. The Georgia School Board Association aided in this endeavor. The Georgia Education Association and the Georgia Congress of Parents and Teachers also aided. In January 1969 our legislature decided to go on a conservative binge. The state is on what is called a "stand still" budget so that there are actually not enough funds to carry on the activities we are already engaged in. This means that Georgia still has the financing of kindergartens to achieve. The fact that a majority of kindergartens have been organized outside school programs and have been called "pre-school" has contributed to failure to finance them as part of a school system.

Section I

In spite of the disadvantage of no state funds for financing education below the first grade, Georgia has looked ahead in preparing teachers to teach children of nursery school and kindergarten ages. In two of

our larger school systems local taxes finance public kindergartens. Thus there has been a real need for preparing kindergarten teachers in Georgia for a long time.

The first section of this paper will relate to the organizational framework for teacher preparation and certification. In 1951 an ad hoc committee of the State Advisory Council on Teacher Education developed criteria for college programs for preparing teachers of children from ages three through eight or nine. The State Board of Education did not approve certification for these ages at that time. Rather it continued to certificate elementary teachers for grades 1-7. During the year 1959-1960 the Advisory Council on Teacher Education again established an ad hoc committee to develop criteria. In May 1960 the State Board of Education adopted the criteria developed by the ad hoc committee and thus established certification for teachers of children in nursery schools, kindergartens, and primary grades. Since kindergartens were not financed, it was felt that it would be better to have a program which extended over the ages three through eight, which then assured teacher candidates of assignment in at least three grades of the elementary school. It seemed logical to consider kindergartens a part of the elementary school. Kindergarten should be part of the total school program. Learning should be on a continuum from birth to death. We apply materials and methods appropriate to each age whatever that might be. Teachers should know something about the growth and development of children over a span of time, not one little segment of time in a person's life, at least not just about one year. However, he should be something of a specialist for a particular span of time in a person's life. Some authorities have agreed that ages birth through eight make one logical division for a span for specialization. Some authorities are now saying that ages birth through five make a logical span.

Just recently the Georgia Teacher Education Council has agreed to review the May 1960 statement of criteria and to rewrite that statement. There are some people in Georgia rather knowledgeable about early childhood education. The ad hoc committee of 1968-1969 includes these people on its membership. These people have agreed that our preparation program should continue to prepare teachers who will teach children from ages three through eight or nine. They have also agreed that this takes some special preparation. We are updating the criteria largely in the area of curriculum and the emphases in curriculum. Much of the work with disadvantaged children has told us something about group dynamics of young children in slum areas, about attitudes of parents, etc. These kinds of learnings needed to be included in a newer statement of criteria. Thus we hope that when we complete this statement we will have a statement of criteria which will give guidance to colleges in developing a program to prepare well qualified teachers who can give the appropriate guidance to children of all kinds from birth through grade 3.

Recently I have been looking at what several other states are doing in preparing teachers for young children. A recent publication of New York State says: "Every group of children will need at least one qualified teacher who holds a New York State Certificate in Early Childhood Education (Nursery, Kindergarten, and Primary grades) or Nursery-Kindergarten, or Elementary Education N-6 or K-6 with specialized preparation for teaching early childhood grades. Candidates may achieve certification by completion of an approved program in a higher institution. The college or university will then recommend the candidate for certification." The candidate may submit an application and transcripts to the division of teacher education and certification. The certificate will then be issued.

A November 1968 publication of the Maryland State Department of Education states: "Early childhood refers to nursery school, kindergarten and primary grades 1-3. The essentials listed in the program include, first, not less than 80 semester hours in academic content courses including work in each of the following areas: English, history, geography, mathematics, biological and physical sciences, art, music, and physical education. Then, second, at least 26 semester hours in a planned program of professional education in the field of early childhood education including: 6 semester hours in foundations of education, including a course in psychological foundations of education; 12 semester hours in curriculum methods of early childhood education, including methods in language arts, social studies, and creative activities; 8 semester hours in supervised observation of student teaching, which shall have been a combination of nursery or kindergarten teaching and teaching in grade 1, 2, or 3."

In Texas there are three colleges presently approved for preparing teachers for kindergarten age children. This certificate requires a kindergarten endorsement on an elementary certificate. The person

must be prepared to teach in the elementary grades and have a kindergarten endorsement which requires nine semester hours of junior level courses, or above, of the work toward the bachelor's degree specifically devoted to kindergarten preparation in addition to student teaching. With the student teaching it is actually a 12 semester hour program. Nine semester hours of student teaching in K-8 are required. Part of this must be with kindergarten age children. This would add at least another three semester hours, making a total of 12 semester hours in a concentration of study of the young.

The most recent bulletin from the state of Florida includes a Rank 3 certificate based on a bachelor's degree with a major in early childhood education which includes nursery and kindergarten age. It also provides for a certification based on a bachelor's degree with Rank 3 certification in elementary education and six semester hours in special methods and observation in nursery and kindergarten education.

The common requirement in these five states is that the programs for early childhood education are designed for teaching ages three through eight. Each state provides some variation to this organizational framework. In two states the preparation may be for ages five through eight. The most recent statement of criteria in Georgia states from birth through age eight. There is also the possibility in most states of preparation in an elmentary program with special concentration on the young. This means certification permits teaching nursery school through grades 6 or 7. Most of these states, however, would agree that these students in the elementary setting are best prepared to teach children ages three through eight rather than the children in the upper elementary school. The emphasis is on early childhood education.

Another problem in organizing for the program is where the program should be located. Should the program be located in the college of education, the school of home economics, or the college of arts and sciences? Since the college of education is usually the base for organizing and developing programs, it seems logical to expect the college of education to assume the leadership in developing all teacher education programs. Resources for the program, however, should be used wherever they are. The school of home economics and the college of arts and sciences both have important resources needed for the education of teachers of young children. The college of education should bring together staff members from all units of an institution and staff members from the public schools in planning and developing a new program. Cooperative planning should also take place in the continued evaluation and review of programs.

Section II

In teacher preparation we plan within the organizational framework of the college. The first section of this paper dealt with the organizational framework for preparing teachers. The next part of the paper relates to an effort to be concerned with the product in certification. Of primary importance are setting goals to achieve, determining the understandings and competencies the "product" should have, and developing means of evaluating to see whether goals are achieved and the "product" in fact performs with the understandings and competencies we thought were gained in the preparation program.

The next few statements are taken from the most recent Georgia statement of "Criteria for Programs for Teachers of Early Childhood Education." They illustrate the idea of setting goals to be achieved and learnings to be gained through preparation. These serve as guides to the college in developing programs.

"It is increasingly apparent that teachers of young children need professional preparation that goes far beyond the traditional routine - oriented programs of the past decades. Research findings validate that early childhood is a time of extensive acquisition of knowledge and the process is irreversible; losses cannot be retrieved in later educational programs, no matter how adequate such programs may be.

Colleges, therefore, are faced with the task of preparing teachers grounded in the understanding of the principles of human growth and development, and principles of the learning process peculiarly applicable to the young child. Provision must be made to include in programs of Early Childhood Education opportunities for the student to acquire knowledge of the various cultural milieus, and to acquire the necessary skills to work effectively with the parents of the young child.

Care should be taken to help the students enrolled in the program, to acquire the necessary knowledge and insights to function adequately in each area. Such areas include:

1. Knowledge of child growth and development - Specific expertise in the needs of the child between the ages of birth and nine years. Knowledge of impulse control ego development, discipline techniques appropriate to this age child, are some examples of specific knowledge needed.

2. Knowledge of parents, parent education, various cultural milieus, ways of working with parents, basic diagnostic skills, knowledge of referrals.

3. Knowledge of appropriate curriculum content.

4. Knowledge of learning and nature of learning as it relates to this age group. Knowledge of the nature of problem solving, encoding and decoding skills appropriate to this age.

5. Knowledge of group dynamics and recognition of the unique ecological niche occupied by each child and how these affect growth and learning.

6. Knowledge of the value of para-professionals and volunteers in public educational programs; their recruitment, training, utilization and supervision of members of instructional teams.

Students should be guided in acquiring the necessary attitudes and skills to translate into action with children the "process" method; so that the children would sense early the challenge of becoming responsible for their own learning."

In the preparation program experiences with children become vital. These experiences should be of a clinical or laboratory nature. They should extend over several college years when possible. We should learn how to inidvidualize professional laboratory experiences. There should be some sequence of learnings associated with the continuum of experiences. In the past teachers have been prepared to manage groups. They come apart when they are faced with one to one confrontations. We should start with laboratory experiences with one to one confrontations and later put them together in classroom groups. A teacher's first experience with an irate parent can be frustrating. In order to help teachers value human experiences we must increase the quantity and improve the quality of laboratory experiences. Then teachers will come to value human beings.

Very important aspects of teacher preparation are staff and facilities. Staff members at the college level should have had experience with the young child as well as with the elementary school age child. Generally he should have had specialized graduate professional preparation in early childhood education and teaching experience in the elementary schools and more specifically in nursery school through grade 3 programs. Otherwise, the person may be unable to give his best in providing leadership for program planning and evaluation and in giving direction to program development in a way that would be consistent with the philosophic principles basic to an appropriate preparation program to provide quality instruction in areas of early childhood education, curriculum and methods, and to coordinate laboratory experiences so that these experiences become an instrument in making real and vital theoretical instruction. The staff members in the college should maintain continuous contact with educational programs involving children from nursery school groupings through third grade groupings. He should not remain isolated on a college campus in other words. Why not have the professor go to the laboratory school to do much of his teaching. In addition to the college personnel, there must be competent teachers who are activley engaged in teaching nursery school through grade three programs to provide a setting in which students have opportunities to test ideas in action, and to discover for themselves the meaning of the principles of education.

A media center should provide a selective general collection of authoritative professional material and research literatures relevant to specialization in nursing school through grade three education and should be fully equipped with a wide variety of teaching tools and materials that would be available to instructors and

pupils. Classrooms should be provided, adequate in size and functional in design. Facilities should be available to implement student and/or staff research, demonstration, observation, participation, student teaching, and other types of professional laboratory experiences.

These are types of qualitative statements which states might develop. They illustrate the kind of guides state departments of education should be instrumental in developing, rather than placing entire emphasis on hours in areas to be completed. All of us should devise means for affecting the quality of preparation. Then the quantity of preparation needed would be taken care of.

In Georgia we are fortunate enough that each person who recieves the endorsement Early Childhood Education on a certificate must be recommended for the certificate by an appropriate college official. This is true both for the initial certificate in early childhood education and for adding the endorsement to a certificate of an experienced teacher This means that someone must verify that the person has the skills needed to perform at the kindergarten level. A next step in recommending for the certificate is to give greater weight to the recommendations of public school people. This step would require a great deal of planning and coordination with the public schools. Still another step would be to base the professional certificate on performance after at least one year of full time teaching. In such cases the profession would have an important role in recommending for the permanent certificate.

Section Iil

A third section of this paper deals with a problem of supply and demand. The problem of supply and demand is a practical one. In supplying the personnel needed for a new program, frequently experienced teachers in other fields are utilized. In supplying personnel for kindergartens there has been an assumption among a few administrators that good first grade teachers would automatically become good kindergarten teachers. If emphasis were on the selection of the really good first grade teachers, it might be possible for them to make appropriate adjustments in their program to teach the five year old as he should be taught. Since elementary programs in the past have not really prepared the products to be competent with young children, there is a real need to provide additional preparation for them if they are to teach the younger child to meet his needs. This might be called retreading. This is where we in Georgia hit our real problems. We feel that those who complete approved programs in early childhood education are ready to begin teaching. They are not completely educated, of course, but they do have fairly adequate preparation to begin teaching as teachers of English, mathematics, etc., have. When an experienced elementary teacher wants to qualify also for teaching kindergarten and nursery school age children, we run into problems. I wonder if the rest of you have found a problem here. Part of the problem resides in attitudes of superintendents. These attitudes carry over into classroom teachers. Two superintendents in an advisory committee on early childhood education curriculum for the public schools were quite concerned that Georgia required 15 quarter hours of additional study to qualify for adding early childhood education to the elementary education certificate. When it was explained that the teacher could secure this in one full quarter of summer work in an institution approved for offering the work, the superintendents felt that this was not so bad. They weren't convinced really that they needed additional study. At least it seemed this way to me. In the 15 quarter hours of work required in Georgia there must be laboratory schools during the summer available with nursery school and kindergarten, or at least kindergarten, children taught by qualified teachers. Observation and participation become a part of the 15 quarter hour block of study in Human Growth and Development, Curriculum, and Materials and Methods. We have had some very good programs. This is a limited time for preparation even for experienced teachers. The block of time is less than the block of time required in the usual bachelor's program. The requirement of observing and participating in well planned programs with children contributes to more meaningful study than having only classroom work on the campus.

In reading Florida's requirements for adding an endorsement of early childhood education to an elementary certificate it seems only six semesters hours of study in early childhood education are required.

I was talking with an administrator in one of our large urban school systems recently. Actually this administrator is a member of the committee developing the new statement of criteria for the preparation of

teachers in early childhood education. When he learned that Georgia required additional professional laboratory experiences for an experienced first grade teacher to quality to teach kindergarten, his immediate reaction was that this should not be required for experienced teachers of primary grades and that the committee would have to see what it could do about this requirement. The committee can take care of this administrator. Since working with the committee some changes in his attitude are already apparent. What the preparation should include, though, which was not included in earlier summer programs, is work with parents and with children who are disadvantaged. Some attention should be given to these two areas in addition to all of the other material that we feel teachers of the young need. Teachers in the past have been prepared largely to teach middle class children. We must make sure in our early childhood programs that teachers know the children in disadvantaged homes.

I might summarize by saying that teachers of the young need to be well educated people and very knowledgeable about all kinds of children from birth through age eight. They need to have experiences of many kinds with children at various age levels. Their experience needs to be not just with first grade children, or just with kindergarten, or just with nursery, but they need to work with children of all these ages in the classroom. They need to know cognitive development social development group development, individual development, and all aspects of experiences that affect a child's learning. Then, we need to prepare the experienced teacher of the primary grades to teach kindergarten. We can't assume that because she has had teaching experience in the first grade she is ready to teach kindergarten, also. Thus the practice of permitting all teachers who hold an elementary certificate to teach kindergarten needs to be discontinued. There are many first grades which follow in a continuum with the preparation children have gained at the kindergarten age. In many instances, however, first grade children are taught too formally to assume that a teacher may make the transition to the kindergarten age child. We hope in the near future that states will have an adequate supply of teachers for early childhood so that learning is continuous from the beginning of school, whatever age that might be throughout school life.

COMBINED SUMMARY OF PLANNING GROUPS
REGIONAL PLAN FOR PREPARING EARLY CHILDHOOD EDUCATORS

Deliberations at this conference have made it clear that at no other time has "partnership" in education been more important than at the present. It is important that educators at all levels pool their ideas, efforts, and resources to provide the best possible educational leadership and the most stimulating learning experiences for young children. Research studies have made it clear that it is during this period of rapid growth that the young child needs educational stimulation for maximum achievement in all phases of development. All types of new and challenging experiences should be provided for the young child in his initial and/or early school experiences.

State boards of education, superintendents, supervisors, principals, teachers, parents and teacher education institutions must recognize their responsibilities as "partners" in planning for and implementing programs that will improve the preparation of leaders in early childhood education. Focus must be on programs and procedures that will develop the type of educational leadership that will foster quality educational experiences for those preparing to teach as well as for the education of young children. Hopefully, better means will be devised whereby teachers will be effective in fostering the development of coping skills, in stimulating a higher degree of cognitive functioning, in bringing about self-understanding, and in enhancing social skills in children.

All groups considered and discussed the need for "partnership" or coordinated effort and approach in the preparation of desired leadership in early childhood education. For this booklet, the combined summary will concentrate on the efforts made to formulate a regional plan to develop educational leadership in early childhood education and to suggest ways this plan might be funded.

The groups made the following suggestions for specific subregional projects:

I. In expanding the present program for preparing teachers for early childhood education much up-dating is necessary. Among the first steps of tending to the crucial needs in this field are:

1. Identify institutions presently equipped to embark on such a project
2. Establish cooperative relationships with public school personnel
3. Assess courses and eliminate duplications
4. Provide for interpretation of goals to state legislatures
5. Formulate plans acceptable and appropriate for regions concerned
6. Intensify efforts to provide leadership personnel in key areas

II. Establishing mobile or floating personnel workshops which would be held during the summer at selected institutions. The workshops would be designed to satisfy the educational needs of trained personnel for early childhood education.

The mobile workshops, which could eventually become regional training centers would initially be concerned with the development of personnel leadership in early childhood education. Leadership training would continue to focus on trainers of teachers, supervisors, and teachers for re-training.

Some desirable components for the Cooperative Six-State Regional Training Centers would be:

1. Study and visitation
   a. Model city programs in pre-school education
   b. Model demonstration programs
   c. Observation of the Triple-T Program
   d. Interdisciplinary seminars
   e. Sharing staff

2. Stimulation of state provisions for programs in early childhood education.

3. Mobile early childhood education programs
   a. Training for educators
   b. Training for parents

4. Mobile laboratories
   a. Materials
   b. Conferences

5. Regional certification plan which would coordinate the certification of early childhood education teachers within a six-state plan which would provide for reciprocity in certification.

III. Appointing of an ad hoc committee from the states represented at the conference to formulate a proposal for establishing an experimental program in the training of teachers, including college faculty, to assume leadership positions in Early Childhood Education. Other responsibilities of the committee would be:

1. To explore the need for more laboratory school facilities
2. To investigate reciprocal certification arrangements among the states represented
3. To investigate colleges and universities as a source of grants for faculty to participate in leadership development
4. To identify state department personnel available for providing service in leadership development
5. To examine the possibilities of combining pilot kindergarten programs with leadership training
6. To locate sources of funds from federal state or foundation funds for implementing the program recommended by the committee.

IV. A fourth proposal was a 10-point program:

1. Committee should survey colleges in the region to determine what is available in early childhood education programs and personnel and what is needed in these areas.
2. Develop regional centers to which all interested and involved agencies would send qualified personnel to develop programs. Included besides people from higher education would be state department representatives good kindergarten teachers, etc.
3. Include and involve people from other fields for inter-disciplinary approach.
4. Committee from six-state region would determine content, etc., of actual training program and means of financing.
5. Various programs need to be coordinated by central agency such as Regional or Child Development Lab.
6. Financing may be possible through various sources i.e., E.P.D.A., state departments, foundations, Federal programs colleges and universities. Regional scope of program should prove more attractive for Federal financing.
7. Southern Educational Foundation and Memphis State University should appoint committee.
8. Need to train or retrain teachers for all areas of ECE (kindergarten, nursery school, day-care centers).
9. Educational programs must include meaningful learning experiences for young children and should identify elements common to all children - a continuum of learnings.
10. Designate a center (where observational experience is available) where about 35 teachers from colleges in region would meet for three to six weeks session to upgrade competencies and project new ideas and experiences. (Video tapes could be used in lieu of actual participation.)

By combining the recommendations of the four groups it would be possible to design a program for the preparation and recruitment of early childhood educators far superior to existing programs. The

concensus among the participants was that a sub-regional project for training early childhood educators was not only possible but imperative. It was recommended that a committee composed of persons who attended the Conference write a proposal which would be presented to U.S. Office of Education and that Memphis State University and the Southern Education Foundation assume a leadership role in implementing this suggestion. Accordingly a follow-up committee will be appointed to study the proposed projects and to write a proposal.

LEADERSHIP CONFERENCE ON EARLY CHILDHOOD EDUCATION
MEMPHIS STATE UNIVERSITY

Arkansas

Name of State

STATUS REPORT ON EARLY CHILDHOOD EDUCATION

PRESENT STATUS

PROGRAMS

	Number of Existing Kindergartens (5 years old)	Number of Existing Nurseries (4 years old)
State Supported Only	None	
Federal Supported Only	41	
Local School Support Only	None 1968-69 (Legislation legalizing kindergartens was signed into law February 17, 1969).	
Combined Support		

STAFF*

	Teachers	Teacher Aides	Supervisors	
Elementary Certification Only	Number	Number	Local	State
Early Childhood Education Endorsement or Cert. Only	X			
Combination Elem. & Early Childhood Education				
Home Economics - Child Development Background				
No Educational Background				
Other				

PROJECTED NEEDS

PROGRAMS	1969-70 (Number)	1970-71 (Number)	1971-72 (Number)	1972-73 (Number)	1973-74 (Number)
Kindergartens	2000 Classrooms				
Nurseries	2000 Units				
STAFF					
Teachers	2000				
Teacher Aides	2000				
Supervisors State	1 (Additional)				
Local					

OTHER COMMENTS:

*Please attach state certification and/or endorsement standards for teachers, teacher aids and other personnel involved in early childhood education programs.

March 4, 1969

Date

LOUISIANA

Specified Subject Matter for Endorsements

Endorsement, Elementary and Kindergarten and Nursery School.*

Requirements: Bachelor's degree in an approved teacher education curriculum, including general education, 46 (English, 12; social studies, 12, including 3 each in biological and physical science; mathematics, 6; health and physical education, 4); professional education, 24 (introduction or foundations or history of philosophy of education, 3; educational psychology of principles of teaching, 3; student teaching at upper (grades 4-8) or lower (grades 1-4) elementary level, 4; professional education appropriate specifically to the teaching level, 14, including 3 in child psychology); special education for elementary teachers, 22 (children's literaure 3; speech, 3; general geography, 3; Louisiana history for upper-elementary teachers only — 3; health and physical education appropriate to the teaching level 4; music, art and/or industrial arts appropriate to the teaching level, 6).

Lower-elementary teachers without experience may be qualified to teach in kindergarten or nursery school. If the teacher has had three years of successful teaching experience, the credit in student teaching will not be required. A kindergarten or nursery school certificate will be granted to a person with a master's degree in early childhood education from an institution that is well-recognized for its kindergarten or nursery school program.

*National Commission on Teacher Education and Professional Standards and National Education Association of the United States, *A Manual on Certification Requirements* Washington, D.C.: National Education Association, 196^, p. 86.

LEADERSHIP CONFERENCE ON EARLY CHILDHOOD EDUCATION
MEMPHIS STATE UNIVERSITY

Louisiana

Name of State

STATUS REPORT ON EARLY CHILDHOOD EDUCATION

PRESENT STATUS

PROGRAMS

	Number of Existing Kindergartens (5 years old)	Number of Existing Nurseries (4 years old)
State Supported Only		
Federal Supported Only		Unknown
Local School Support Only	370 Schools	
Combined Support		

STAFF*

	Teachers	Teacher Aides	Supervisors	
	Number	Number	Local	State
Elementary Certification Only	265			
Early Childhood Education Endorsement or Cert. Only	Unknown	Unknown	This function	2
Combination Elem. & Early Childhood Education	261		usually performed	
Home Economics - Child Development Background	Unknown		by elementary	
No Educational Background	None		supervisors.	
Other				

PROJECTED NEEDS

PROGRAMS	1969-70 (Number)	1970-71 (Number)	1971-72 (Number)	1972-73 (Number)	1973-74 (Number)
Kindergartens	Integral part of Elementary School organization pattern.				
Nurseries					
STAFF					
Teachers	3000	3000	3000	3000	3000
Teacher Aides	Unknown				
Supervisors State	Elementary Supervisors generally work in areas K-8. However, we anticipate need for additional supervisory personnel to work				
Local	specifically in area of early childhood education.				

OTHER COMMENTS:

*Please attach state certification and/or endorsement standards for teachers, teacher aids and other personnel involved in early childhood education programs.

March, 1969

Date

MISSISSIPPI
Department of Education
Jackson, Mississippi

Minimum requirements for certification in grades K-3 are as follows:

a. General Education

English		12
Science		12
Biological Science	3 sem. hrs.	
Physical Science (earth science, chemistry, physics, astronomy, geology, space science, etc.)	3 sem hrs.	
Social Studies		12
American or World History	6 sem. hrs.	
Other social studies except religion	6 sem. hrs.	
Mathematics		6
The structure of the real number system and its sub-systems	3 sem. hrs.	
Basic Concepts of Algebra and Informal Geometry	3 sem. hrs.	
Personal Hygiene		3
Speech		3
	Total	48

b. Specialized and Professional Education

Child Psychology		3
Educational Psychology		3
Measurement and Evaluation		3
Reading		6
Language Arts (including its nature and structure)	3	3
Literature for Children		3
Art for Children		3
Music for Children		3
Directed Teaching		6
Methods Course		3
Principals of Early Childhood Education		3
	Total	39

c. One area of concentration selected from the following list be attained:

English	18
Science	18
Social Studies	18
Mathematics	12
Library Science	15
Reading	12
Speech	12
Art	15
Music	12
Health and Physical Education	15
Exceptional Children	12

If the student qualifies for endorsement in K-3 and 4–8, student teaching may be in either area.

If initial certification is in K-3, additional student teaching would not be required for certification in 4-8 if other requirements are met.

LEADERSHIP CONFERENCE ON EARLY CHILDHOOD EDUCATION
MEMPHIS STATE UNIVERSITY

Mississippi

Name of State

STATUS REPORT ON EARLY CHILDHOOD EDUCATION

PRESENT STATUS

PROGRAMS

	Number of Existing Kindergartens (5 years old)	Number of Existing Nurseries (4 years old)
State Supported Only	0	0
Federal Supported Only	Head Start-490; LIFT-17 Title I, ESEA-147: Total-654	
Local School Support Only	Greenville 6 (6 weeks summer)	
~~Combined Support~~ Private	486	(Includes 17 in school facilities)

STAFF* No information on education or certification

	Teachers	Teacher Aides	Supervisors	
	Number	Number	Local	State
Elementary Certification Only				
Early Childhood Education Endorsement or Cert. Only				
Combination Elem. & Early Childhood Education				
Home Economics - Child Development Background				
No Educational Background				
~~Other~~ Estimated totals	1157	655		

PROJECTED NEEDS

PROGRAMS	1969-70 (Number)	1970-71 (Number)	1971-72 (Number)	1972-73 (Number)	1973-74 (Number)
Kindergartens					
Nurseries					
STAFF					
Teachers					
Teacher Aides					
Supervisors					
State					
Local					

OTHER COMMENTS:

The State Department of Education has information only on Title I projects.

*Please attach state certification and/or endorsement standards for teachers, teacher aids and other personnel involved in early childhood education programs.

April 21, 1969

Date

OKLAHOMA

Specified Subject Matter for Endorsements

Endorsement, Elementary*

Valid for teaching grades K-8. Requirements: Bachelor's degree including general education, 50 (work in six of the following areas: English, social studies, health and physical education, science, mathematics, humanities, psychology, foreign language, fine arts, practical arts); professional education, including child development, 21 (9 hours in student teaching, methods, and materials); specialization, 25 in specialized education for elementary teachers, with work in fine arts, science, arithmetic, social studies, language arts, health and physical education; academic area of concentration, 18.

*National Commission on Teacher Education and Professional Standards and National Education Association of the United States, *A Manual on Certification Requirements* Washington, D.C.: National Education Association, 1964, p. 116.

LEADERSHIP CONFERENCE ON EARLY CHILDHOOD EDUCATION
MEMPHIS STATE UNIVERSITY

Oklahoma
Name of State

STATUS REPORT ON EARLY CHILDHOOD EDUCATION

PRESENT STATUS

PROGRAMS

	Number of Existing Kindergartens (5 years old)	Number of Existing Nurseries (4 years old)
State Supported Only	None	
Federal Supported Only	None	
Local School Support Only	362 Programs= 1966-67 23,172 Children - 1966-67 45,403 Eligible - 1966-67	
Combined Support		

STAFF*

	Teachers	Teacher Aides	Supervisors	
	Number	Number	Local	State
Elementary Certification Only				
Early Childhood Education Endorsement or Cert. Only				
Combination Elem. & Early Childhood Education	362			
Home Economics - Child Development Background				
No Educational Background				
Other				

PROJECTED NEEDS

PROGRAMS	1969-70 (Number)	1970-71 (Number)	1971-72 (Number)	1972-73 (Number)	1973-74 (Number)
Kindergartens	400	500	550	575	600
Nurseries					
STAFF					
Teachers	700	800	850	1000	1130
Teacher Aides					
Supervisors State	2	2	3	3	3
Local					

OTHER COMMENTS:

We shall have about 56,800 children who are 5 years old and eligible for kindergarten on September 1, 1969.

*Please attach state certification and/or endorsement standards for teachers, teacher aids and other personnel involved in early childhood education programs.

March 20, 1969
Date

TENNESSEE

Specified Subject Matter for Endorsements

Endorsement, Grades 1–9

a. Language Arts–A minimum of 18 quarter hours in Language Arts, including Communication and study in areas such as Language Usage, Speech, Children's Literature, and Library Service.

b. Natural Sciences–A minimum of 18 quarter hours in Natural Sciences, including study of best uses of natural resources.

c. Humanities–A minimum of 21 quarter hours in the Humanities, including study in School Art and School Music.

d. Health, Physical Education, Personal Development, and Home and Family Living–A minimum of 18 quarter hours in Health, Physical Education, Personal Development, and Home and Family Living, with not less than 6 quarter hours in Health and 6 quarter hours in Physical Education, including study in areas such as Personal Health, Nutrition, Physical Activities, Rhythmic Activities, and Games.

e. Social Studies–A minimum of 18 quarter hours in Social Studies, including study in areas such as Tennessee History, Civics, Geography and socio-economic problems.

f. Mathematics–A minimum of 6 quarter hours in mathematics, including study in functional arithmetic.

Endorsement of Kindergarten–Grade 3

Eligibility for a certificate in grades 1-9 included as a part, or in addition to, requirements for certification grades 1-9, and in each of the three categories below, attention must be given to kindergarten:

a. Methods and materials appropriate to kindergarten-grade 3.

b. Child growth and development, including physical, social, emotional, and mental growth of children ages 5-10, and the implications of these growths for learning.

c. Supervised students teaching in kindergarten-grade 3.

LEADERSHIP CONFERENCE ON EARLY CHILDHOOD EDUCATION
MEMPHIS STATE UNIVERSITY

Tennessee
Name of State

STATUS REPORT ON EARLY CHILDHOOD EDUCATION

PRESENT STATUS

PROGRAMS

	Number of Existing Kindergartens (5 years old)	Number of Existing Nurseries (4 years old)
State Supported Only	50 classes	0
Federal Supported Only	*99 classes	State OEO Office should have this information
Local School Support Only	Oak Ridge	
Combined Support		

STAFF*

	Teachers	Teacher Aides	Supervisors	
	Number	Number	Local	State
Elementary Certification Only	(and or secondary) *80%			
Early Childhood Education Endorsement or Cert. Only		Some School Systems employ high school students, others use parent volunteers	Knoxville City is the only School System having a supervisor assigned only to Early Childhood Education	
Combination Elem. & Early Childhood Education	*10%			
Home Economics - Child Development Background	*10%			
No Educational Background	0	A few assistants are certified teachers		
Other				

PROJECTED NEEDS

PROGRAMS	1969-70 (Number)	1970-71 (Number)	1971-72 (Number)	1972-73 (Number)	1973-74 (Number)
Kindergartens	150	Legislative decisions			
Nurseries		(Looks dismal at present time)			
STAFF					
Teachers	150				
Teacher Aides	150				
Supervisors State	1				
Local	(We anticipate that very few School Systems will employ supervisors for kindergarten and grades 1, 2 and 3 in the near future.)				

OTHER COMMENTS:

*Please attach state certification and/or endorsement standards for teachers, teacher aids and other personnel involved in early childhood education programs.

*These are estimates. Final statistical reports have not been compiled for '68-'69 school year.

3-13-69
Date

TEXAS

THE PREPARATION OF KINDERGARTEN TEACHERS

A. The Certificate

The Kindergarten Endorsement for the Provisional Certificate in elementary education shall require 9 semester hours of junior level courses or above of the work toward the bachelor's degree, specifically devoted to kindergarten preparation, in addition to student teaching.

1. The Kindergarten Endorsement

a. A program for elementary certification with kindergarten endorsement shall include a minimum of 9 semester hours of junior level courses or above identified and designed for kindergarten teacher preparation, in addition to student teaching.

A maximum of 6 hours of this kindergarten education may be substituted for elementary certification requirements. These may be in the Combination Subjects in Academic Specialization and/or in Elementary Content Areas. Six semester hours of electives must be preserved in the certificate program.

In order to qualify for the Provisional Elementary Certificate with an endorsement for teaching in kindergarten, the candidate must complete 6 semester hours of student teaching. This shall consist of 3 semester hours of student teaching in kindergarten and 3 semester hours of student teaching in the elementary grades.

b. On September 1 of 1970 following the effective date of this proposal, no person may be assigned as a kindergarten teacher who does not have a kindergarten endorsement or an emergency permit for kindergarten assignment.

Teachers holding an elementary certificate prior to the date of enforcement of the policy, who have had one (1) year or more of successful experience in kindergarten within a five year period prior to the effective date of this policy in a school accredited by the Texas Education Agency, may apply for and receive the kindergarten endorsement

2. Emergency Permit for Kindergarten

The Emergency Teaching Permit for Kindergarten is available only upon the request of an employing superintendent either for (a) a person who holds an elementary certificate or (b) a person who has successfully taught for five or more years in kindergarten in a school accredited by the Texas Education Agency.

The Emergency Teaching Permit for kindergarten for a person who holds an elementary certificate may be renewed annually for an additional two scholastic years at the end of which time the full requirements must be completed at an approved college. A minimum of 3 semester hours in kindergarten shall be completed for each renewal.

A person assigned to kindergarten on the effective date of this policy who has taught successfully five or more years in kindergarten in a school accredited by the Texas Education Agency may be issued an Emergency Permit, renewable for five years provided at least 6 semester hours shall have been earned each year toward the Elementary Certificate and Kindergarten Endorsement.

B. General Requirements for Colleges

1. The college or university preparing kindergarten teachers shall have at least one full-time specialist who has at least a master's degree and at least two years of successful experience in teaching kindergarten.

2. The college or university shall maintain a laboratory school or have available adequate facilities for observation and student teaching at the kindergarten level.

3. Library facilities shall provide materials for research and study of the young child and of kindergarten programs.

CHILDREN PARTICIPATING IN CURRENT PROGRAMS FOR FIVE-YEAR OLDS

The following information suggests the scope of the programs in Texas now operating with State, local, and Federal funds. Head Start figures are from the Office of Economic Opportunity. Other figures are from the Texas Education Agency. Reliable estimates of five-year olds attending non-public kindergarten programs in Texas are not available.

Public school kindergarten	32,818	1967-68
Head Start summer program	31,934	1968
Head Start year-long program	6,582	1967-68
Non-English speaking preschool program	16,803	1967
Migrant preschool program	800	1967-68
ESEA Title I summer program	29,579	1967
ESEA Title I year-long program	30,849	1967-68
	149,365*	

PROJECTED NUMBER OF FIVE-YEAR OLDS IN TEXAS

266,560	1968-69
262,500	1969-70
256,000	1970-71
250,000	1971-72
236,500	1972-73
221,000	1973-74
216,600	1974-75

*Some Pupils may have been enrolled in two programs.

PARTICIPANTS

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